



A STUDY ON EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

Teacher effectiveness is one of the most important determining factors for the success of any institution. Teacher Training institutions are therefore organizing lot of activities for the development of teacher effectiveness among teacher trainees of various levels. The present study was conducted with the objectives to find out the level of teacher effectiveness of secondary school teachers in Kantapada block, to compare the teacher effectiveness of secondary school teachers with reference to gender (male / female), to compare the teacher effectiveness of secondary school teachers with reference to discipline (Science / Arts) & to compare the teacher effectiveness of secondary school teachers with reference to Management (Government / Private). The study revealed that more than 76 % of teachers possess the level of most effective teacher category. No significant difference was found between male and female secondary school teachers in relation to their teacher effectiveness. Further it was noticed that there was no significant difference between science and arts secondary school teachers in relation to their teacher effectiveness. There exists no significant difference between govt. and private school teachers in relation to their teacher effectiveness.

KEYWORDS: Effectiveness, Secondary School, Government, Private, Science & Arts Teacher

INTRODUCTION

The qualitative aspect of education depends entirely on the character and personality of the teacher. Teaching aids, school plans and other materials are necessary for qualitative communication and the divine spark of learning. Socrates had neither used a classroom, a text book, a blackboard for learning but could become a successful philosopher and pathfinder for generations. Hence it is pertinent that development of right values, skills and teacher effectiveness must be kept in the focus of all Training Institutions. The “effectiveness of teachers” is not a new concept to us. We have been listening that some teachers are most effective and at the same time some teachers are not at all effective. This means that the effective teachers are those teachers who have attained the needed competence in their roles and functions, such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher's characteristics and interpersonal relations etc. These teachers are found to excel in their personality characteristics and in other psychological traits. Most of such teachers are found to be the best and effective teachers.

Review of Related Literature:

In a Review of related literature, the Investigators get the knowledge and findings from exciting literature relevant to the context of the present study. The literature review surveys scholarly articles, books and other sources relevant to a particular area of research. Here the investigators have gone through the following studies to acquire relevant information for conduct of the present study.

Jenifer, K. R. (2003) conducted a research study on “Teacher Quality and Understanding the Effectiveness of Teacher Attributes”. The objective of the study were to (i) To examine empirical evidence on the relationship between teacher attributers and the teacher effectiveness with the goal of

informing federal, state and local teacher policy, (ii) to examine the impact of teacher characteristics on teacher effectiveness in order to draw consolations are in fact linked with teacher performance. The study revealed that teacher attributes frequently differ from teachers at elementary school level and teachers at high school level. **Thompson, S. & Ransdell, M (2005)** conducted a research study on “Effective teachers in urban school setting linking teacher disposition and student performance an standardized tests”. They had selected 14 elementary (K-6) urban teachers as their sample. The object of the study was: Effectiveness of teachers to determine the classroom practice that promote academic success for students based on standardized test score. The result of this study suggested that effective teacher whose student score high and standardized test in urban school testing actively engaged their students in learning in teacher centered classroom. **Cynthia, (2006)** Conducted a research study on “A study of relationship between teacher effectiveness and Multiple Intelligence of Secondary School Teacher”. The objectives of study were to (i) find the relationship between nine areas of multiple intelligence and teacher effectiveness of secondary school teachers (ii) The study also aimed at drawing up multiple intelligence based profile for effective. **Richard, B & Gema, Z (2009)** conducted a research study in “Teacher Effectiveness in urban high schools”. The objective of the study was: To examine whether teacher licensure tests score and other teachers' qualifications affect high school student achievement. The results of the study are based on longitudinal student level data from Angeles. **Sharma, M. S. R (2012):** conducted a research study on “perception of teachers towards school matters at primary level -A study”. The major objectives of the study were to study the perceptions of teachers towards school related matters, to study the relationship between students achievement with other areas at primary level and to study the significance difference of male and female teachers on the school related aspects at secondary level. The subjects were

selected from 28 schools situated in Visakhapatnam district covering 11 mandals who attend the programme organized at D.I.E.T. The major finding of the study were: The perception of teacher towards school matters was average, Sex (male/ female) level (primary / U. P level), Educational qualification (Graduates / P.G), Professional experience (below 10 years and above 10 years), school strength (below 100 and above 100), respondent perceptions hold similar opinion towards school aspects. **Riti (2012)** conducted a research on “A study of Teacher Effectiveness in relation to school organizational climate and administrative behavior of school heads of Himachal Pradesh”. The objectives of study were “Teacher effectiveness in relation to school organizational climate and administrative behavior. In the study 350 teachers from three districts i.e. Solan Una and Bilaspur from Himachal Pradesh were taken as sample. The result of the study showed that school climate existed in different school. Teacher Effectiveness in urban school was found to be significantly higher than rural schools. Teacher Effectiveness significantly differed in school with different type of school organizational climate. Administrative behavior had a significant and positive effect on the teacher effectiveness.

Rationale of the Study

In educational process, a good and effective teacher occupies a place of tremendous importance because he is a right person who can contribute for building the nation. The teachers are the most potential and indispensable agent for bringing about a social change, the modification of the behavior and for the building character of the children. So the importance of the teacher can't be ignored. If education had adopted as only tool that can be solved the socio-economic problem, then the adequate supply effective teacher becomes the core educational problems. According to American Commissions, “The quality of nation depends upon the quality of teachers”. Humayun Kabir rightly said, “Without good teacher even the best of system is bound to fall, with good teachers, even the defect of a system can be largely overcome”. Teacher effectiveness is dependent upon the in reactions between the instructor's subject matter knowledge and teaching ability. Some effective teachers who are ill-equipped and untrained are working in secondary schools. Secondary school is the school intermediate between elementary school and colleges and usually offering general, technical, and vocational or college preparatory courses.

Hence the researchers decided to conduct “A study on Effectiveness of Secondary School Teachers with special reference to Kantapada Block of Cuttack District of Odisha”

Operational Definition of the Terms used:

- **Teacher Effectiveness:** Teacher effectiveness includes multifarious activities of teacher such as preparation and planning for teaching, classroom management, knowledge of subject matter, teacher characteristics, their personal relationship and personality etc.
- **Secondary School:** Secondary school comprises two stages i.e. higher secondary and lower secondary school. Higher secondary school constitutes the Classes XI & XII and lower secondary school constitutes the class IX & X. But as per National Education Policy (NEP) 2020, Secondary School constitutes the classes IX to XII.

Objectives of the Study

The present study was conducted with the following objectives.

- To compare the level of teacher effectiveness of secondary school teachers in Kantapada Block.

- To compare the teacher effectiveness of secondary school teachers with reference to gender (male / female).
- To compare the teacher effectiveness of secondary school teachers with reference to stream (Science / Arts).
- To compare the teacher effectiveness of secondary school teachers with reference to Management (Government/Private).

Hypothesis of the Study

1. There is no significant different between Male and Female Teachers in relation to their teacher effectiveness.
2. There is no significant different between Science and Arts Teachers in relation to their teacher effectiveness.
3. There is no significant different between Government and Private Teachers in relation to their teacher effectiveness.

Delimitations of the Study:

The study was delimited to the Odia medium secondary schools of Kantapada Block in Cuttack District, Odisha.

Method of the Study

Descriptive Survey method was followed in the study to know the effectiveness of secondary school teacher in Kantapada Block in Cuttack District.

- **Population:** The entire secondary school teacher working in Kantapada Block in Cuttack District constitutes the population.
- **Sample:** A sample of 120 secondary school teachers working of Kantapada Block in Cuttack District (60 male and 60 female) was selected randomly.

Tools Used: A standardized teacher effectiveness scale developed by Dr. (Mrs.) Umme Kulsum and Dr. Hemant Desmukh department of education, Bangalore University, Bangalore was used as the tool in the present study.

Procedure of Data Collection

The researchers discussed with the heads of the sample schools and collected data employing research scholars and teachers of the block. All the research scholars were given training before collection of data in the holidays. They were given instruction to be polite and friendly while collecting the data.

Findings of the Study

The teacher effectiveness of secondary school teachers in Kantapada Block, Cuttack District came in the range of higher level. The findings of the study are as follows:

1. 92 (76.67%) secondary school teachers of Kantapada Block, Cuttack District came under the level of most effective teacher category.
2. There existed no significant difference between male and female secondary school teachers in relation to their teacher effectiveness. The mean score of male and female teachers was 482.71 and 474.36 and the SD was 59.115 and 54.540 respectively.
3. The level of teacher effectiveness of Science and Arts teachers was not significant. The mean score of Science and Arts teachers was 487.67 and 470.30 and SD was 55.45 and 57.74 respectively.
4. There exists no significant difference between govt. and private school teachers in relation to their teacher effectiveness. The mean score of govt. and private school teachers were 487.03 and 471.00 and SD was

58.746 and 57.275 respectively.

Educational Implication

A large number of teachers achieved the level of most effective teacher category. They should be awarded by the authority. Better training should be given to most effective teachers to enhance their level of teacher effectiveness. The school environment should be conducive so that the level of teacher effectiveness can be increased.

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